

Instructional Coaching

Jan. 9th - Apr. 20th, 2010-11
Doane College

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COURSE DESCRIPTION:

This course is designed to help participants think about how they can become a more effective instructional coach. Participants will complete reading assignments and projects as well as collaborate with other coaches through discussion forums to enhance their coaching skills.

REQUIRED TEXT:

Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry by Bruce Wellman & Laura Lipton (2004)

OBJECTIVES:

1. Participants will explore how learning-focused mentoring relationships make a significant emotional and intellectual difference as they coach teachers.
2. Participants will learn how to facilitate data-driven dialogue to effectively lead data meetings and assist teachers in making instructional decisions.
3. Participants will learn how to use learning-focused dialogue strategies to facilitate productive conversations with educators.
4. Participants will gather various forms and tools that they can use as they work with adult learners.
5. Through self-reflection, participants will set personal goals to enhance their coaching.
6. Participants will learn from each other through discussion posts and sharing of ideas.
7. Participants will gather ideas on technology tools that can help them become more efficient in their positions.

TIME AND LOCATION:

This course will be taught by using both face-to-face classes and online collaboration and interactions. The face-to-face classes will be held on January 20th and March 13th, 2012 from 9:30 a.m. to 2:30 p.m. at ESU 6 in Milford, NE. The online collaboration and interactions will take place using Wikispaces at <http://ne-icc2.wikispaces.com/>.

REQUIREMENTS:

1. Students will be responsible for attending all face-to-face classes unless they request permission from the instructor to complete a make-up assignment for missing a class.
2. Each student must have an active Wikispace account. Students are responsible for setting up their own account. They may ask for help from the instructor if needed.
3. Students must also complete the reading assignments as well as 3 projects in order to pass the course with a D or above. (See assignments and grading information below.)

ASSIGNMENTS:

Reading Assignments:

For each assignment, you'll read a section of "Data-Driven Dialogue" and then respond to the section by posting a self-reflection on the corresponding discussion page at <http://ne-icc2.wikispaces.com/>. Your self-reflection should be centered around answering the question "What significance does this chapter have for my work?" While answering this question, you might think about additional questions such as:

- What is in the chapter that I already do in my current practices?
- What is something new I'd like to try after reading this section?
- What ideas in this chapter challenge my thoughts or current practices?
- What questions are spinning in my head after reading this chapter?

Your responses only need to be long enough to answer the questions. One paragraph is enough if that's all it takes. In addition to responding personally to each section, you are encouraged to respond to each other's comments and questions. Please pace yourself with these assignments and do not leave them all to complete toward the end of the course. The sections that you will be responding to are:

- Preface & Chapter 1 (pgs IX-8)
- Chapter 2 (pgs 9-42)
- Chapter 3 (pgs 43-50)
- Chapter 4 (pgs 51-64)
- Chapter 5 (pgs 65-74)
- Tools & Reproducible Resources (pgs 75-118 & 131-154)
- Chapter 6 (pgs 119-130)

Project Assignments:

Pick **3 projects** from the 6 options below to complete by April 20th, 2012. Pick projects that will be most relevant to you and the work you are doing at the current time. Complete the project by uploading your descriptions and files on the corresponding page at <http://ne-icc2.wikispaces.com/>. On each page, please label all your uploaded files under your name so I know who posted them. Make sure to check out what everyone is posting to enhance our collaboration and gather ideas.

Option #1 – Instructional Walk-Throughs

Develop a plan for your instructional walk-throughs. This plan should include:

- How often you will conduct them.
- Form(s) that you will use. (paper/pencil or digital)
- How you plan to provide feedback to teachers.
- How you're going to hold yourself accountable to get them done.

Option #2 – Professional Development Plan

Design a professional development plan. This could be a 1-3 year plan based upon recent and past observations, data, school improvement goals, etc. See the sample on the *Professional Development Plan* page on the wiki to gather some ideas on how you might organize your plan. However, organize your plan in a way that makes sense for you. It might be on a form or template or it might just be typed up in a summary. Your plan should include the content or activities, time frames, who is responsible and involved, what funding might be required, and how you will evaluate the effectiveness of each activity.

Option #3 – Video Reflection

Video record yourself as you model a lesson, coach another teacher (such as a post-observation conference or problem-solving session), run a data meeting, or lead a training. Watch the video and write up a self-reflection that would answer the following questions:

- What are some things you observed or noticed?
- What are some things I think were effective?
- What are some things I would change?
- What am I taking away from this experience that will influence my practice in the future?

Upload a description of what you recorded as well as your self-reflection. You do NOT need to upload the video itself.

Option #4 – Individual Student Data Meetings

Develop a sustainable process for facilitating your data meetings in which you'll be planning individual student interventions. Include a brief description of your process that describes the agenda, forms, and norms. In addition to uploading a description of the process, upload the following documents:

- Schedule/agenda
- Tracking form(s)
- Norms for the meeting(s)

Option #5 – School-Wide Data Retreat

Determine a process for facilitating your school-wide data retreats that you can replicate every year. The intentions of these retreats are to analyze school-wide data to determine future professional development and school improvement needs. Include a brief description of your process that includes how often these meetings will occur, who will be leading the meetings, and how they will drive your future professional development sessions. Also upload the following documents that you will use during these meetings:

- Agenda(s)
- Form(s) or Templates

Option #6 – Intervention Guide or Trouble-Shooting Guide (Note: This counts as 2 projects)

Develop an intervention guide or trouble-shooting guide for any applicable area with which you work. Possible areas include: math, the big 5 ideas in reading, writing, etc. This guide should include possible interventions or strategies that can be used with specific areas that students struggle. Use whatever tool you're comfortable with when putting together your guide.

You may choose to type it in a Word document and just print out the guide. For an example of this format, visit the "Intervention Guide" page on <http://ne-icc2.wikispaces.com/>. Others have used a flip book format such as the one used with Bloom's Taxonomy Critical Thinking book at http://www.amazon.com/Edupress-Quick-Flip-Critical-Thinking/dp/B001AZ6LFW/ref=pd_sim_sbs_vg_2

Or, you may choose to use another digital tool such as Live Binders or Wikispaces to organize your content so you can constantly update it.

STUDENT EVALUATIONS:

Graduate courses are designed around 15 contact hours per 1 credit hour course. Since this is a 3 credit hour course, your 45 contact hours will be spent on participating in face-to-face class discussions, reading assignments, discussion posts, and projects.

Assignment	Points
Reading Assignments and Discussions Posts (5 points each)	40
Projects (10 points each)	30
Participation in Class (15 pts. per class)	30
Total	100

GRADING SCALE

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

STANDARDS OF THE TEACHER EDUCATION DIVISION:

The graduate students, as a developing professional, works toward building and improving skills in the following areas:

1. The developing professional understands the content knowledge of the discipline(s).
2. The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.
3. The developing professional recognizes and provides for individual differences and diversity.
4. The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.
5. The developing professional uses classroom management and motivational strategies to create a positive learning environment.
6. The developing professional uses knowledge of effective communication techniques.
7. The developing professional uses effective planning techniques.
8. The developing professional understands and uses a variety of formal and informal assessment strategies.
9. The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.
10. The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning.